



College Curriculum Committee

Meeting Agenda Package

December 9, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: **November 25, 2025** December 4, 2025/ Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__ ; Ahmad Manzoor__ ; Michael Vanoverbeck__ ; Mayela Rodriguez__ ; Stefani Baez__ ; Susan Johnson__ ; Arneshia Bryant-Horn__ ; Jose Martinez__ ; Kendahl Radcliffe__ ; Nathan Lopez__ ; Gerson Valle__ ; David McPatchell__ ; Noemi Monterosso__ ; Jesse Mills__ ; Bradfield Conn__ ; Lynn Chung__ ; Melain McIntosh__ ; Sheri Berger__ ; Maya Medina__ ; Shante Mumford__ ; and Charles Hobbs__ .

AGENDA:

1. Approval of Agenda: December 9, 2025
2. Approval of Minutes: November 25, 2025
3. Reports and Follow-up Questions From Attendees:
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
4. Consent Agenda Item(s):
 - a) 2-Year CTE Course Review; Course Title Change
FILM 95 - Work Experience Education

b) Program Revision
History AA-T

5. Action Items

- a) New Program – 2nd Read
Culinary Arts – Certificate of Accomplishment
- b) New Courses – 2nd Read
ESL 10A – Beginning ESL 1
ESL 10C – Intermediate ESL 1
- ~~c) New Program – 1st Read
ESL 10A – Beginning ESL 1~~
- d) Revision of the College Curriculum Committee (CCC) Handbook
Removal of DEAC Coordinator from Voting Membership
- e) TOP to CIP Code Conversion Process
- f) Formation of a workgroup to discuss and make recommendations about how to incorporate Program Maps into the program creation/modification process

6. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- a) CCC representatives may provide a comment or future agenda item recommendation(s).

7. Public Comment(s):

- a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: TBD

Date: November 25, 2025 / Time: 2:00 p.m. - 3:30 p.m.

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Attendees: Victoria Martinez__ ; Ahmad Manzoor__ ; Michael VanOverbeck_X_ ; Mayela Rodriguez__ ; Stefani Baez__ ; Susan Johnson__ ; Arneshia Bryant-Horn__ ; Jose Martinez__ ; Kendahl Radcliffe_X_ ; Nathan Lopez_X_ ; Gerson Valle_X_ ; David McPatchell_X_ ; Noemi Monterosso_X_ ; Jesse Mills_X_ ; Bradfield Conn_X_ ; Lynn Chung_X_ ; Melain McIntosh_X_ ; Sheri Berger_X_ ; Maya Medina__ ; Shante Mumford__ ; and Charles Hobbs_X_ .

Meeting started at 2:17pm

AGENDA:

1. Approval of Agenda: November 25, 2025

- a. Michael V. requested Approval of Minutes be placed as item #2.

Michael V. motioned to approve the agenda as amended. Noemi M. seconded. Unanimously approved.

2. Approval of Minutes: October 28, 2025

Jesse M. motioned to approve the agenda. Noemi M. seconded. Unanimously approved.

Jesse M. motioned to open 3a-e. Noemi M. seconded.

3. Reports and Follow-up Questions From Attendees:

a) Vice President, Academic Affairs

- a. Must convert from TOP codes to CIP codes. Either every faculty makes the change individually or use the proposed process outlined below.
 - i. The Vice president of Academic Affairs (VPAA) will prepare proposed CIP codes for all active courses.
 - ii. Division Chairs and Faculty will have one month to review and provide feedback/alternate code.
 - 1. To assist in this process, the VPAA will supply a TOP-CIP crosswalk and a link to CIP code definitions.

- iii. Approval Process – Upon Completion of the review:
 - 1. VPAA will present the final CIP code recommendations to the Curriculum Committee for approval.
 - 2. Curriculum action will be forwarded to the Academic Senate for approval.
 - 3. The recommendations will. Proceed to the President/CEO and Board of Trustees for final approval.

b) Curriculum Analyst

c) Articulation Officer

- a. Reminder to submit their PD for the Common Course Numbering webinars.

d) Distance Education Faculty Coordinator

e) SLO Coordinator

- a. Spring 2025 SLO data collection had the highest completion rate ever. 97% campus wide.

Michael V. motioned to close 3a-e. Noemi M. seconded.

Michael V. motioned to approve consent agenda items 3a-e. Noemi M. seconded. Unanimously approved

4. Consent Agenda Item(s):

a) Articulation/Transfer Review

STAT C1000H – Introduction to Statistics -- Honors

b) Standard Course Review: SLO Update; Add Credit by Examination

SPAN 102 – Elementary Spanish II

c) Standard Course Review: Add Credit by Examination

JAPA 101 – Elementary Japanese I

SPAN 101 – Elementary Spanish I

d) Standard Course Review: Revise Course Hours; Add Distance Education – EFOMA

THEA 114 – Fundamentals of Acting

THEA 217 – Intermediate Acting

e) Standard Course Review: Revise Course Hours

THEA 113 – Introduction to Acting

Noemi M. motioned to open action item 4a. Brad C. seconded.

5. Action Items

g) New Program – 1st Read

Culinary Arts – Certificate of Accomplishment

Noemi M. motioned to close action item 4a. Michael V. seconded.

David M. motioned to open action item 4b. Noemi M. seconded.

h) New Courses – 1st Read

ESL 10A – Beginning ESL 1

ESL 10C – Intermediate ESL 1

Noemi M. motioned to close action item 4b. Jesse M. seconded.

Michael V. motioned to open 6a. Noemi M. seconded.

6. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- b) CCC representatives may provide a comment or future agenda item recommendation(s).

Michael V. motioned to close 5a. David M. seconded.

Michael V. motioned to open the floor for public comment. Noemi M. seconded.

7. Public Comment(s):

- b) Public comments may be presented by any person not on the CCC roster in attendance.

Noemi M. motioned to close the floor for public comment. Brad C. seconded.

Meeting ended at 2:35pm



2 Year CTE Course Review; Course Title Change – FILM 95 – Work Experience Education

Course Information

Course Discipline:

FILM

Course Division:

Fine Arts, Communication and Humanities

Course Number:

95

Full Course Title:

Work Experience Education

Short Title:

Work Experience Education

TOP Code:

061400 - Digital Media

SAM Code:

C - Clearly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Effective Term:

Fall 2022

Board of Trustees Approval Date:

2022-04-18

Course Description

Through a set of learning objectives established by the student, supervisor, and instructor, each student will work with and learn from experts in the Film/Video field. These experiences will enable students to improve job skills, analyze career opportunities and requirements, and compare them to personal abilities and career expectations. Note: Transfer limitations apply Note: The total units earned for Cooperative Work Experience Education may not exceed 16 units.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

Activity Hours:

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

-

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

-

Lecture Units:

-

Activity Units:

-

Lab Units:

1.000 - 4.000

Min/Max Units:

1.000 - 4.000

Total Hours:

54.000 - 216.000

Grading Method:

Letter grade only

Course Requirements

Other

Non Course Requirements

Employment or volunteer work in a position related to the student's major or career goal by the second week of the semester. Completion of or current enrollment in one course from the major.

Course Content

Lab

Outline

Credit for one unit of work experience is 54 hours.

Approximate Time In Hours

54.00

Lab

Outline

Credit for two units of work experience is 108 hours.

Approximate Time In Hours

108.00

Lab

Outline

Credit for three units of work experience is 162 hours.

Approximate Time In Hours

162.00

Lab

Outline

Credit for four units of work experience is 216 hours.

Approximate Time In Hours

216.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lab

Analyze career opportunities in film/video and compare them to personal skills and career expectations.

Lab

Articulate how the process and content of film/video curriculum are relevant to the solution of practical problems on the job.

Lab

Complete work-based projects involving problem solving and the application of academic theory, skills and knowledge while undertaking new or expanded workplace responsibilities.

Lab

Develop new knowledge and job skills that contribute to occupational and/or educational film/video goals.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. To provide on-the-job experience in a professional setting that requires communication skills.
2. To increase student understanding of what is expected in the job market and what their standard of performance should be.
3. To build professional, as well as academic, contacts and begin the process of networking and support for student's future career.

Methods of Instruction

Laboratory

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Typical Assignments

Some assignments require critical thinking:

Look at a problem you have encountered on the job, dissect it and think of possible solutions and/or improvements. Describe any potential problems or roadblocks. If you were in charge, what suggestions would you make to the person doing your job?

Present your findings in a written essay. The length of this assignment will be determined by the instructor.

Analyze your interactions at work. Describe ways in which you could develop personal habits or social skills that would help you to become a more desirable employee. How could you improve your communication with co-workers that would result in increased knowledge, new ideas, more productivity, better cooperation or smoother work flow?

Present your findings in a written essay. The length of this assignment will be determined by the instructor.

Other Assignments:

Complete on-the-job measurable learning objectives that you have developed with your supervisor and that have been approved by the instructor. These learning objectives must include new or expanded skills or information that is directly related to your work or volunteer experience.

Course Materials

Other:

As assigned by individual instructors, such readings as job search and career development books, trade journals, or company publications.

Other:

Cooperative Work Experience Student Handbook and Working Papers, El Camino College, 2008.

Minimum Qualification

1. Mass Communication

Condition

2. Broadcasting Technology Condition



Program Revision: History AA-T: A.A. Degree for Transfer (AA-T)

Description

The degree provides students with a foundation in the science of historical inquiry. After completing the program requirements, students will gain an understanding of the methodologies and schools of interpretation utilized by historians to study the past. Students will also demonstrate knowledge of the primary cultural, economic, intellectual, political, social, and diplomatic institutions of the United States and the world. Competencies will be assessed through the evaluation of student term papers and projects, essays, and regularly scheduled examinations. The major prepares students for transfer to a CSU and training in areas such as education, research, archival science, and government.

The Associate of Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn an AA-T degree, students must complete:

1. Completion of 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University.
2. Completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
3. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
4. Obtainment of a minimum overall grade-point average of 2.0.

5. A grade of "C" (or "P") or better in all courses required for the major or area of emphasis. Students who have completed the AA-T will have a strong academic foundation in the field and will be prepared for upper-division baccalaureate study at the university. The coursework will satisfy most of the lower-division requirements at many institutions within the California State University system. Students transferring to a UC, private, or out-of-state university should consult with a Compton College counselor when planning to complete the degree since transfer requirements may be slightly different than those required for the AA-T.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements which vary by institution.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

Upon completion of their course of study in the History Department, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Degree Requirements

Required Core (6 Units)

Units: 6.0

US History to 1877

3.0

HIST 101

United States History to 1877

3.0

OR

HIST 101H

Honors United States History to 1877

3.0

US History from 1877 to the present

3.0

HIST 102

United States History from 1877 to the Present

3.0

OR

HIST 102H

Honors United States History from 1877 to the Present

3.0

List A: Select two (6 Units)

Units: 6.0

HIST 140

History of Early Civilizations

3.0

HIST 141

History of Modern Civilizations

3.0

List B Select one course from each Area

Units: 6.0

Area 1: Diversity (3 units)

3.0

HIST 110

The African American in the United States to 1877

3.0

OR

HIST 111

The African American in the United States from 1877 to the Present

3.0

OR

HIST 112

History of the Chicano in the United States

3.0

OR

HIST 154

A History of Mexico

3.0

OR

HIST 183

Introduction to African History, Prehistory to 1885

3.0

OR

HIST 184

Introduction to African History, 1885 to the Present

3.0

Area 2: Any history course

3.0

HIST 115

Chicana/o/x History to 1850

3.0

OR

HIST 116

Chicana/o/x History: 1848 to the Present

3.0

OR

HIST 128

History of California

3.0

OR

HIST 129

History of Los Angeles

3.0

OR

HIST 190

LGBTQ+ History in the United States

3.0

Total: 18.0



New Program: 2nd Read; Culinary Arts – Certificate of Accomplishment

Description

The Culinary Arts Certificate of Accomplishment equips students with the culinary skills necessary to support various food service operations, including restaurants, catering, food trucks, hospitals, sports arenas, and other related establishments. The food service industry is the second-largest employer nationwide, offering job opportunities both locally and internationally. It ranges from basic food preparation to Michelin-starred operations, thereby strengthening the business economy while providing livable wages.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

Use discipline-specific terminology in oral and written communication.

Prepare standardized recipes using a variety of cooking techniques using industry quality standards.

Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.

Establish and maintain high standards of safety and sanitation protocols.

Degree Requirements

Program Requirements

Units: 12.0

CA 100

Sanitation and Safety

2.0
CA 101
Culinary Arts Orientation and Techniques
4.0
CA 102
Culinary Nutrition
2.0
CA 103
Culinary Skills I
4.0
Total: 12.0



New Course Review: 2nd Read;
ESL 10A – Beginning ESL I

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10A

Full Course Title: Beginning ESL 1

Short Title: Beginning ESL 1

TOP Code: 493087 - English as a Second Language - Integrated

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? N - Non Credit

Transfer Status C - Not transferable

Effective Term: Fall 2026

Course Description

This course is for students who are new to English or still building basic reading and writing skills. Students will learn the alphabet, sounds, simple words, and everyday English for work, school, and community. By the end of the class, students will be able to understand and use simple sentences, read short texts, and write basic information about yourself and your daily life.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

72.000

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

72.000

Lecture Units:

Activity Units:

Lab Units:

Min/Max Units:

0.000

Total Hours:

0.000

Grading Method:

Pass/Satisfactory Progress/No Pass

Course Content

Lecture

Outline

Life Skills (numbers, money, time, forms)

Approximate Time In Hours

18.00

Lecture

Outline

Reading/Writing Sentences & Short Dialogues

Approximate Time In Hours

12.00

Lecture

Outline

Grammar Basics (be, simple present, pronouns)

Approximate Time In Hours

18.00

Lecture

Outline

Vocabulary & Everyday Conversations (greetings, classroom, family)

Approximate Time In Hours

12.00

Lecture

Outline

Alphabet/Phonics & Writing Practice

Approximate Time In Hours

12.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Strengthen listening and speaking for functional independence.

Lecture

Develop paragraph-writing skills.

Lecture

Expand grammar and vocabulary for everyday and workplace contexts.

Lecture

Communicate basic personal and classroom needs.

Lecture

Build foundational literacy skills in English.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Students will read and interpret authentic community materials (ads, schedules, forms),

2. Students will use present, past and future tense to describe experiences.

3. Students will write a 6 to 8 sentence on a familiar topic.

Methods of Instruction

Demonstration

Discussion

Field trips

Group Activities

Laboratory

Lecture

Role Play

Simulation

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Typical Assignments

Reading Assignments:

Assignment 1: My Morning Routine

Reading:

My name is Anna. I wake up at 6:30 every morning. I brush my teeth, wash my face, and make coffee. Then I eat breakfast with my brother. I go to work at 8:00. I usually walk to work because it is close to my house.

Comprehension Questions:

1. What time does Anna wake up?
2. Who does she eat breakfast with?
3. How does she go to work?

Writing Task:

Write 5 sentences about your morning routine.

Use these ideas: What time you wake up, what you eat, how you go to school/work, what you do before leaving home.

Writing Assignments:

Topic: *My Daily Routine*

Instructions:

Write 5–7 sentences about your daily routine. Use simple present tense verbs (wake up, eat, go, work, study, play, etc.).

You can use these questions to help you:

- What time do you wake up?
- What do you eat for breakfast?
- What do you do in the morning, afternoon, and evening?
- What time do you go to bed?

Example Answer:

My name is Carlos. I wake up at 7:00 in the morning. I eat eggs and drink coffee for breakfast. I go to work by bus at 8:00. In the afternoon, I have lunch with my coworkers. In the evening, I watch TV and talk with my family. I go to bed at 10:00.

Course Materials

Author: Bitterlin, Johnson, Price, Ramirez

Title: Ventures Basic

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108449328

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Minimum Qualification

1. English as a Second Language (ESL): Noncredit
Condition



New Course Review: 2nd Read;
ESL 10C – Intermediate ESL 1

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10C

Full Course Title: Intermediate ESL 1

Short Title: Intermediate ESL 1

TOP Code: 493087 - English as a Second Language - Integrated

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? N - Non Credit

Transfer Status C - Not transferable

Effective Term: Fall 2026

Course Description

The Intermediate English course is for students who can already use English for everyday life and want to build stronger skills. You will practice more complex grammar, expand your vocabulary, and read longer stories and articles. You will also learn how to write organized paragraphs. By the end of the class, you will be able to take part in group discussions, understand more details in reading and write clear paragraphs on different topics.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

54.000

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

54.000

Lecture Units:

Activity Units:

Lab Units:

Min/Max Units:

0.000

Total Hours:

0.000

Grading Method:

Pass/Satisfactory Progress/No Pass

Course Content

Lecture

Outline

Life/Workplace Skills (problem solving, teamwork, cultural skills)

Approximate Time In Hours

6.00

Lecture

Outline

Writing Skills (connected paragraphs, topic sentences, transitions)

Approximate Time In Hours

12.00

Lecture

Outline

Reading Skills (articles, short stories, workplace/community texts)

Approximate Time In Hours

12.00

Lecture

Outline

Listening/Speaking (discussions, interviews, presentations)

Approximate Time In Hours

12.00

Lecture

Outline

Grammar (modals, present perfect, comparatives/superlatives)

Approximate Time In Hours

12.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Participate in critical thinking and extended discussions with 80% understanding.

Lecture

Strengthen reading and writing for academic and workplace success

Lecture

Develop accuracy in intermediate grammar for oral and written communication

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Students will write multi-paragraph texts using appropriate transitions.
2. Students will read articles and summarize the main idea with 2–3 details.
3. Students will participate in discussions using present perfect and modals accurately.

Methods of Instruction

Demonstration

Discussion

Lecture

Methods of Evaluation

Substantial writing assignments

If you selected "Other", please provide details.

1.) Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, and informal quizzes. Performance using software tutorials will also be evaluated. 2.) Look at this picture of people having a good time at a party last night. Write five sentences describing what they did. Use the simple past tense in these sentences. 3.) Write a biographical paragraph of at least 250 words about an important person. Use time signal words where appropriate.

Typical Assignments

Reading Assignments:

Students will read excerpts of prose, articles and fiction stories and engage in group discussions about the text.

Writing Assignments:

Students will use the writing process to write paragraphs about familiar topics.

Course Materials

Author: Bitterlin, Johnson,

Title: Ventures 3

Edition: 3rd

ISBN-13: 9781108449571

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Author: Bitterlin, Ramirez & Savage

Title: Ventures Workbook

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108450560

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Minimum Qualification

1. English as a Second Language (ESL): Noncredit
Condition



New Program Review: 1st Read;
Mathematics 2.0 - A.S. Degree for Transfer (AS-T)

Description

The mathematics program provides the student with sufficient depth to support a lifelong interest in mathematics and is suitable for students who plan to transfer into mathematics. The core of the major is the calculus sequence, in which the student will acquire a conceptual understanding of the principles of differential and integral calculus for functions of one and several variables, as well as the ability to apply calculus techniques in a variety of applications. One course in Differential Equations with Linear Algebra is required, as well as one additional course to provide the student with greater breadth in mathematics. Competency will be assessed by evaluating the student's ability to solve a wide range of calculus and other mathematical problems.

The Mathematics 2.0 Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing AS-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AS-T degree, students must complete:

- Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU).
- Completion of the California General Education Transfer Curriculum (Cal-GETC).

- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum overall grade-point average of 2.0.
- Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Explain and demonstrate mathematical concepts relevant to the course content.
2. Solve problems, including application problems, relevant to the course concepts and content.
3. Create, interpret, and analyze graphs relevant to the course concepts and content.
4. Analyze and construct proofs relevant to the course concepts and content.

Degree Requirements

Require Core

Units: 20.0

MATH 190

Single Variable Calculus and Analytic Geometry I

5.0

MATH 191

Single Variable Calculus and Analytic Geometry II

5.0

MATH 220

Multi-Variable Calculus

5.0

MATH 270

Differential Equations with Linear Algebra

5.0

List A: Complete 1 course (4-5 Units).

Units: 4.0-5.0

CSCI 101

Problem Solving and Program Design Using C++

4.0

CSCI 103

Computer Programming in Java

4.0

CSCI 114
Computer Programming in Python

4.0

PHYS 101
Physics for Engineers and Scientists I

0.0

Total: 24.0-25.0

Revision of the College Curriculum Committee (CCC) Handbook Removal of DEAC Coordinator from Voting Membership

Supporting Document: CCC Handbook (Word format with tracked changes)

- The proposed revision removes the Distance Education Advisory Committee Coordinator as a voting member of the CCC.
- The DEAC Coordinator will continue to be responsible for reviewing Distance Education components of course outline of records during the CNET workflow process.

Rationale: Since COVID, significant advances have been made in Distance Education (DE) criteria within our CORs. We are now at a point where the Distance Education Advisory Committee (DEAC) Chair no longer needs to serve as a voting member of the College Curriculum Committee (CCC). To make the best use of the DEAC Chair's time, it is recommended that the DEAC Chair continue to attend as needed, but not as a voting member and not counted toward quorum.

However, the DEAC Chair would continue to review submitted courses in Curriqunet as described on pages 9, 13, and 49 of the current Curriculum Committee Handbook Handbook.

[CCC-Hanbook-CCC-Approved-3-28-2-AS-Approved-4-6-23 proposed changes deac.docx](#)

Proposed Process for TOP to CIP Code Conversion

1. The Vice President of Academic Affairs (VPAA) will prepare proposed CIP codes for all active courses.
2. Division Chairs and Faculty will have one month to review and provide feedback/alternate code.
 - a. To assist in this process, the VPAA will supply a TOP-CIP crosswalk and a link to CIP code definitions.
3. Approval Process - Upon completion of the review:
 - a. VPAA will present the final CIP code recommendations to the Curriculum Committee for approval.
 - b. Curriculum action will be forwarded to the Academic Senate for approval.
 - c. The recommendations will proceed to the President/CEO and Board of Trustees for final approval.
4. After Board approval, the Curriculum Analyst will make administrative changes in Curriqunet, Banner, and COCI.

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Manzoor Ahmad	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Vacant		
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Gerson Valle	Fall 2025	Spring 2027
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2025-2026		
Date	Time	Location—In Person
1. Sept 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
2. Sept 23, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
3. Oct 14, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
4. Oct 28, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
5. Nov 25, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
6. Dec 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
7. Feb 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
8. Mar 10, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
9. Mar 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
10. Apr 28, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
11. May 12, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
12. May 26, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
13. Jun 9, 2026	2:00 p.m. – 3:30 p.m.	IB1-105